DOCUMENT RESUME

ED 085 367 SP 007 538

TITLE	Cooperative Health Occupation Education (Course Outline), The Life Span and Community Health: 3099.10.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	73
NOTE	26p.
AVAILABLE FROM	Vocational Curriculum Materials Service, Rm. 710, 1410 N.E. Second Avenue, Miami, FL 33132
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides; Disease Control; *Grade 12; *Health Education; Health Services

ABSTRACT

GRADES OR AGES: Grade twlve. SUBJECT MATTER: The physical development and needs, as well as the psychological development and needs of the individual from infancy to old age. The health of the community is studied in terms of communicable diseases, immunology, resources available for the optimal health of any community (including health services available in Dade County). ORGANIZATION AND PHYSICAL APPEARANCE: The document contains a preface, a list of goals, a list of specific block objectives, a bibliography, course outlines for each of the 12 blocks, and a quinmester posttest. The 12 blocks are as follows: a) Bases of Community Health; b) Allergies and Infections; c) Immunity; d) Kinds of Communicable Diseases; e) Your Government and Your Health; f) Environmental Sanitation; g) Life Span--Preschool (Birth to Six Years) h) Life Span--The Early School Years (Six to Ten Years); i) Life Span--Adolescence; j) Life Span--Operation Maturity (Early Adulthood); k) Life Span--the Harvest (Middle Age); 1) Life Span--the Aging Process (Old Age). INSTRUCTIONAL MATERIALS: A bibliography of basic and supplementary references is given. STUDENT ASSESSMENT: No provision indicated. OPTION: The course is required. (JA)

FILMED FROM BEST AVAILABLE COPY

ED 085367

D A D E C O U N T Y P U B L I C S C H O O L S

1450 NORTHEAST SECOND AVENUE

M I A M I, F L O R I D A 33132

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Course Outline

COOPERATIVE HEALTH OCCUPATION EDUCATION - 3099
(The Life Span and Community Health)

Department 48 - Quin 3099.10

SP 007 538

county office of

VOCATIONAL AND ADULT EDUCATION

THE SCHOOL BOARD OF DADE COUNTY

Mr. G. Holmes Braddock, Chairman
Mr. William H. Turner, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Phyllis Miller
Mr. Robert Renick
Dr. Ben Sheppard

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

January, 1973

Published by the School Board of Dade County

Copies of this publication may be obtained through

Vocational Curriculum Materials Service
Rm. 710, 1410 N. E. Second Avenue
Miami, Florida 33132

Course Description

3099	48	3099.10	The Life Span and Community Health
State Category Number	County Dept. Number	County Course Number	Course Title

Includes the physical development and needs, as well as the psychological development and needs of the individual from infancy to geriatrics. The health of the community is studied in terms of communicable diseases, immunology, resources available for the optimal health of any community. Including health services available in Dade County.

Indicators of Success: This course is much more meaningful if the student is also enrolled in Cooperative Health Occupations Education Program.

Clock Hours: 45

PREFACE

The informed student can be an effective force in helping to carry out public health measures. Environmental sanitation contains factual information on such community health problems as air and water pollution, slum housing, water supply, and waste disposal. Relationship between sanitation and disease, provides a scientific base for the student to understand the causes of infectious diseases and to learn such essential nursing techniques as disinfection, isolation and sterilization.

The exposure of the student to the threat to health and society created by alcoholism and drug abuse are personal health problems, which require community action. Community health describes the various health organizations and how they work toward solving community health problems.

Who are you? What kind of person are you? What will you become? Finding the answers is the greatest challenge of your life! In human development everything is related to the past and the future. By understanding the expectancies of a complete life span, the student should be able to better adjust her behavior and habits to make a happier and more complete life for herself.

This course outline was specifically prepared for cooperative education students who are participating in the Cooperative Health Occupations Program. Students (male or female) who apply for and are accepted by the coordinator for CHOE program are required to take this quinmester course.

Students enrolled in this course must be at least 16 years of age and enrolled in the twelfth grade of a Dade County high school, according to the State Plan for Cooperative Education. The material for this course is organized into eleven blocks and covers a period of forty-five classroom hours, or one quinmester. Students attend one class period each day, five days per week.

Lecture and discussion are part of the approach used. Demonstration and student practice of manipulative skills are included in laboratory time and clinical observation through use of field trips. Emphasis is placed upon student involvement in all phases of the program. Multi-media for self directed learning and visual aids play an important role in program presentation. Guest speakers currently employed in an area of health service discussed will participate in the presentation of current developments.

This outline was developed through the cooperative efforts of the instructional and supervisory personnel, the Quinmester Advisory Committee, and the Vocational Curriculum Materials Service, and has been approved by the Dade County Vocational Curriculum Committee.

TABLE OF CONTENTS
with Suggested Hourly Breakdown

	Page
PREFACE	i
GOALS	v
SPECIFIC BLOCK OBJECTIVES	vi
BIBLIOGRAPHY	9

BLOCK

I.	BASES OF COMMUNITY HEALTH (5 Hours)	
	Interrelationships of Plants and Animals	1
	Foundations of Parasitology	1
	Foundations of Epidemiology	1
	Foundations of Immunology	1
	Bases of Communicable Disease Control	1
	Achievements in Disease and Prevention Control	1
II.	ALLERGIES AND INFECTIONS (3 Hours)	
	Allergic Reactions	1
	Common Forms	1
	Treatment	2
III.	IMMUNITY (3 Hours)	
	Immune Reactions	2
	Acquired Immunity	2
	Natural Immunity	2
	Resistance	2
IV.	KINDS OF COMMUNICABLE DISEASES (4 Hours)	
	Classification	2
	Communicable Diseases of Special Public Interest	3
V.	YOUR GOVERNMENT AND YOUR HEALTH (4 Hours)	
	Beginnings of Community Health	3
	Birth of the Public Health Movement	3
	National Health Resources	4
VI.	ENVIRONMENTAL SANITATION	
	Habitation Facilities	4
	Pollution	5
	Preventive Measures	5
VII.	LIFE SPAN - PRESCHOOL (BIRTH TO SIX YEARS) (4 Hours)	
	Definition	6
	Physical Development	6
	Physical Needs	6
	Psychological Development	6
	Psychological Needs	6

Page

VIII. LIFE SPAN - THE EARLY SCHOOL YEARS (SIX TO TEN YEARS) (4 Hours)
Definition 6
Physical Development 6
Physical Needs 6
Psychological Development 6
Psychological Needs 6

IX. LIFE SPAN - ADOLESCENCE (4 Hours)
Definition 6
Physical Development 6
Physical Needs 6
Psychological Development 6
Psychological Needs 6

X. LIFE SPAN - OPERATION MATURITY (EARLY ADULTHOOD) (4 Hours)
Definition 7
Physical Development 7
Physical Needs 7
Psychological Development 7
Psychological Needs 7

IX. LIFE SPAN - THE HARVEST (MIDDLE AGE) (4 Hours)
Definition 7
Physical Development 7
Physical Needs 7
Psychological Development 8
Psychological Needs 8

XII. LIFE SPAN - THE AGING PROCESS (OLD AGE) (4 Hours)
Definition 8
Physical Development 8
Physical Needs 8
Psychological Development 8
Psychological Needs 8

XIII. QUINMESTER POST-TEST

APPENDIX: QUINMESTER POST-TEST SAMPLE 13

GOALS

The student must be able to:

1. Be aware of the need for some [illegible]s of controlling and preventing diseases in our communities.

2. Become skillful in diagnosing common allergies and infections in order to procure proper medical care for her family.

3. Educate her immediate community to the importance of gaining immunity to prevelant diseases.

4. Classify those communicable diseases that are of special public interest as to symptoms and severity.

5. Contact any of the public health agencies of the community in order to obtain the information or help for which they are specific.

6. Investigate the laws of our community in regards to environmental sanitation.

7. Be guided by values and perception in the utilization of information gained from the study of the six "ages" we cover in our life span.

SPECIFIC BLOCK OBJECTIVES

BLOCK I - BASES OF COMMUNITY HEALTH

The student must be able to:

1. Identify the animal enemies that could be injurious to community health.
2. Differentiate between the bacteria and virus, as to characteristics.
3. Discuss the primitive and natural causes of disease as they concern epidemiology.
4. Trace the foundations laid in immunology by Lady Mary Montagu, Edward Jenner, and Louis Pasteur.
5. Explain health responsibilities of community.
6. Verbalize the number of achievements made in disease prevention and control made in the last ten years.

BLOCK II - ALLERGIES AND INFECTIONS

The student must be able to:

1. Define the words allergy and infection.
2. Differentiate between an immediate allergic reaction and the delayed type.
3. List three methods of treating an allergy.

BLOCK III - IMMUNITY

The student must be able to:

1. Explain the differences between acquired and natural immunity, giving an example of each.
2. Explain to a child and his parents how a test for immunity is given and how it works in the body.
3. Enumerate the various problems associated with disease and fatigue, exposure to wet and cold, alcohol, nutrition, and local infections.

BLOCK IV - KINDS OF COMMUNICABLE DISEASES

The student must be able to:

1. Classify according to the mode of entry to the body and causitive organism at least four types of diseases.
2. Discuss as to cause, symptoms, and treatments the following diseases of special interest to the public: tuberculosis, venereal diseases, virus diseases.

BLOCK V - YOUR GOVERNMENT AND YOUR HEALTH

The student must be able to:

1. Trace the early practices of sanitary engineering and communicable disease control through the civilizations of primitive man, Egyptians, Hebrews, Greeks, Christianity, Renaissance, and the industrial revolution.
2. Name the three factors involved in the great humanitarian movement which brought about the birth of the public health movement.
3. Use diagrams, charts and tables to trace the responsibilities of the National Health Services, down through the State, County and local community.

BLOCK VI - ENVIRONMENTAL SANITATION

The student must be able to:

1. Speak freely about the County ordinances governing the building of, use of, or inspection of habitation facilities.
2. Explain the grave threat to the health of our population, that pollution poses.
3. Survey our community and prepare a list of measures that are taken to prevent contamination control of milk supply, food, and water.

BLOCK VII - LIFE SPAN - PRESCHOOL (BIRTH TO SIX YEARS)

The student must be able to:

1. Define this most rapidly developing stage of growth, the child from birth to six years.
2. Trace the measures of control a six year old has made on his urinary system from infancy.
3. Discuss the value of scheduling a child's day in order to meet the basic physical needs of the child.
4. List means of developing creativity in a child who has perception, but very little experience with association.
5. Identify behavior that is normal for a five year old child.

BLOCK VIII - LIFE SPAN - THE EARLY SCHOOL YEARS (SIX TO TEN YEARS)

The student must be able to:

1. Define the child from six to ten years in relationship to his family interests.
2. Identify the dental structure, appetite, growth rate of a child from six to ten years.
3. Specify the immunizations that a child of this age should be needing due to his larger exposure to communicable diseases through contact.
4. Enumerate the skills and interests that are developing, along with a new self-reliance.
5. Define the special needs that will arise at this age in a handicapped child or one from a broken home.

BLOCK IX - LIFE SPAN - (ADOLESCENCE)

The student must be able to:

1. Define youth as a period of time when an individual is preparing to leave childhood and is finding his way to adulthood.
2. Determine the secondary sex characteristics that will normally appear due to endocrine system changes in the boy and girl.
3. Demonstrate the adequate diet of an adolescent as opposed to the fad dieting that is so popular with this age group.
4. Identify the roles that the boy and girl are beginning to play.
5. Describe the psychological needs of this age as to security, understanding, independence, responsibility and conforming.

BLOCK X - LIFE SPAN - OPERATION MATURITY (EARLY ADULTHOOD)

The student must be able to:

1. Define early adulthood as the period of life between twenty and thirty years.
2. Identify the endocrine changes during this age, when women are most likely to bear children.
3. Demonstrate a sound knowledge of the relationship of rest to health.
4. List some of the characteristics of the emotionally mature person in our culture.
5. Meet his own needs in regards to handling tension through the use of mental mechanisms, and share his knowledge with others also.

BLOCK XI - LIFE SPAN - THE HARVEST (MIDDLE AGE)

The student must be able to:

1. Define middle age as the period between forty to sixty years of age.
2. Specify the differences arising in the musculoskeletal system as well as the accommodations necessary in eyesight.
3. Demonstrate the proper exercise necessary to maintain good physical health in middle age.
4. Identify the family situation as one where the children are growing-up and developing families of their own.
5. Describe and explain that middle age, like adolescence, is a time of change and a time of preparation for the future.

BLOCK XII - LIFE SPAN - THE AGING PROCESS (OLD AGE)

The student must be able to:

1. Understand and explain that almost fourteen percent of the people in the United States are over sixty-five years of age.
2. Explain the physical changes that are taking place in the following systems: Nervous, Senses (vision, audio, heat, cold, touch), Skin.

3. Specify an adequate nutritional intake for the elderly who may no longer like to cook for only herself, have few teeth or dentures, dulled taste buds, less exercise.
4. Discuss the outlook the elderly face with retirement.
5. Explain the fact that older people feel less and less secure and need encouragement from family and friends.

BLOCK XIII - QUINMESTER POST-TEST

The student must be able to:

Answer the questions on the post-test with 75% or above accuracy.

Course Outline

COOPERATIVE HEALTH OCCUPATION EDUCATION - 3099
(The Life Span and Community Health)

Department 48 - Quin 3099.10

I. BASES OF COMMUNITY HEALTH

A. Interrelationships of Plants and Animals
   1. Animal enemies
   2. Saprophytes
   3. Parasite

B. Foundations of Parasitology
   1. Bacteria
      a. Characteristics
      b. Spores
   2. Viruses

C. Foundations of Epidemiology
   1. Primitive causes
   2. Natural causes

D. Foundations of Emmunology
   1. Lady Mary Montagu (1717)
   2. Edward Jenner (1796)
   3. Louis Pasteur

E. Bases of Communicable Disease Control
   1. Personal hygiene
   2. Protection of community health

F. Achievements in Disease Prevention and Control
   1. Standard of living
   2. Advances in medical science
   3. Public health program
      a. Quarantine
      b. Sanitation
      c. Immunization
      d. Positive health
      e. Mental health
      f. Health education

II. ALLERGIES AND INFECTIONS

A. Allergic Reactions (Inciting agents)
   1. Foods
   2. Inhalants
   3. Contactants
   4. Infectious agents
   5. Drugs and biologicals
   6. Common forms
      a. Immediate type
      b. Delayed type

II. ALLERGIES AND INFECTIONS (Contd.)

7. Treatment
   a. Causitive agent
   b. Avoidance
   c. Desensitization
   d. Antihistimines
   e. Hormone therapy

III. IMMUNITY

A. Immune Reactions
   1. Phagocytosis
   2. Antibody protection
   3. Tests of immunity and sensitivity
      a. Schick test
      b. Dick test
      c. Tuberculin test

B. Acquired Immunity
   1. Active immunity
   2. Passive immunity
   3. Carriers

C. Natural Immunity
   1. Species
   2. Racial
   3. Individual

D. Resistance
   1. Influences
      a. Race
      b. Inheritance
   2. Physiological well-being
      a. Fatigue
      b. Exposure to wet and cold
      c. Alcohol
      d. Nutrition
      e. Local infections

IV. KINDS OF COMMUNICABLE DISEASES

A. Classification
   1. Alimentary diseases
      a. Transmission of infective agent
      b. Worms
         (1) Roundworm
         (2) Hookworm
         (3) Pinworm
      c. Prevention

IV. KINDS OF COMMUNICABLE DISEASES (Contd.)

2. Respiratory diseases
   a. Transmission of infective agents
   b. Virus diseases
      (1) Streptococcal
      (2) Staphlococcal
3. Contact diseases
   a. Transmission of infective agent
   b. Infected material
   c. Contaminated food and water
   d. Tetanus
4. Innoculation diseases
   a. Transmission
      (1) Biological means
      (2) Mechanical means
   b. Mosquito-borne

B. Communicable Diseases of Special Public Interest
1. Tuberculosis
   a. Transmission
   b. Treatment
2. Venereal diseases
   a. Syphillis
      (1) Transmission
      (2) Treatment
   b. Gonorrhea
      (1) Transmission
      (2) Treatment
3. Virus Diseases
   a. Poliomyelitis
   b. Infectious hepatitis
   c. Measles
   d. Infectious mononucliosis

V. YOUR GOVERNMENT AND YOUR HEALTH

A. Beginnings of Community Health
1. Primitive man
   a. Early practices of sanitary engineering
   b. Practicing communicable disease control
2. Egyptians
3. Hebrews
4. Greek civilization
5. Christianity
6. Renaissance
7. Industrial revolution

B. Birth of the Public Health Department
1. Humanitarian movement
2. 18th century scientific discoveries
3. Socio-sanitary movements of 19th century
   a. Sir Edwin Chadwick
   b. Sir John Simon
   c. Lemuel Shattuck
   d. Florence Nightingale

V. YOUR GOVERNMENT AND YOUR HEALTH (Contd.)

C. National Health Resources
1. Public and community health
a. Definition
b. Goals
2. U.S. Department of Health, Education and Welfare
a. Food and Drug Administration
(1) Services
(2) Limitations
b. Public Health Services
(1) Services
(2) Office of the Surgeon General
(3) Environmental health division
c. Office of education
d. Saint Elizabeth's hospital
e. Social Security Administration
f. Vocational Rehabilitation Adminstration
g. Welfare Administration
3. State Health Department
a. Legal powers
b. Responsibilities
c. Location
d. Organization
(1) Environmental sanitation
(2) Laboratories
(3) Vital statistics and records
(4) Education
(5) Public Health Nursing
(6) Preventive medicine
(7) Maternal and child health, crippled children
(8) Institutions, hospitals, nursing homes
4. Local Health Department (Dade County)
a. Legal status
b. Responsibilities
c. Organization
(1) Administration
(2) Vital statistics
(3) Public health laboratories
(4) Health education
(5) Maternal, child and school health services
(6) Communicable disease control
(7) Environmental sanitation

VI. ENVIRONMENTAL SANITATION

A. Habitation Facilities
1. Housing
2. Public pools
3. School building inspections
4. Health facilities
5. Mobile housing

VI. ENVIRONMENTAL SANITATION

B. Pollution
   1. Water pollution
      a. Definition
      b. Problems to be faced
   2. Waste disposal
      a. Sewage
      b. Refuse
         (1) Open dump
         (2) Incinerator
         (3) Sanitary landfill
   3. Air pollution

C. Preventive Measures
   1. Milk supply
   2. Vector control
   3. Food sanitation
      a. Local ordinances
      b. Diseases transmitted
      c. Meat inspection
   4. Water supply
      a. Groundwater
      b. Surface water

VII. LIFE SPAN - PRESCHOOL (BIRTH TO SIX YEARS)

A. Definition

B. Physical Development
   1. Maturation rate
   2. Weight and height
   3. Motor skills
   4. Speech

C. Physical Needs
   1. Nutrition
   2. Rest
   3. Medical supervision
   4. Dental health
   5. Safety
   6. Cleanliness habits

D. Psychological Development

E. Psychological Needs
   1. Personality patterns and behavior
   2. Creativity
   3. Competition
   4. Family relationships
   5. General emotional patterns

X. LIFE SPAN - OPERATION MATURITY (EARLY ADULTHOOD)

A. Definition

B. Physical Development
   1. Musculoskeletal system
   2. Circulatory System
   3. Endocrine System

C. Physical Needs
   1. Nutrition
   2. Rest
   3. Grooming
   4. Medical supervision
   5. Dental supervision
   6. Safety

D. Psychological Development
   1. Characteristics of emotional maturity
   2. Creating a family
   3. Bearing and rearing children
   4. Starting a career
   5. Finding a place in the community

E. Psychological Needs
   1. Handling tension
   2. Use of mental mechanisms
      a. Identification
      b. Introjection
      c. Idealization
      d. Rationalization
      e. Compensation
      f. Reaction formation
      g. Projection
      h. Displacement
      i. Fantasy
      j. Solving problems

XI. LIFE SPAN - THE HARVEST (MIDDLE AGES)

A. Definition

B. Physical Development
   1. Musculosketal system
   2. Circulatory system
   3. Endocrine changes

C. Physical Needs
   1. Nutrition
   2. Rest
   3. Exercise
   4. Medical supervision
   5. Dental supervision

XI. LIFE SPAN - THE HARVEST (MIDDLE AGE) Contd.

D. Psychological Development
   1. Family
   2. Careers

E. Psychological Needs
   1. Understanding
   2. Love
   3. Importance
   4. Looking ahead

XII. LIFE SPAN - THE AGING PROCESS (OLD AGE)

A. Definition

B. Physical Development
   1. Musculoskeletal system
   2. Circulatory system
   3. Endocrine system
   4. The senses
   5. Other systems

C. Physical Needs
   1. Nutrition
   2. Skin care
   3. Grooming
   4. Clothing
   5. Rest
   6. Exercise
   7. Safety

D. Psychological Development
   1. Retirement
   2. The aging family
   3. Widowhood
   4. Religion
   5. Interests
   6. Emotional changes

E. Psychological Needs
   1. Desires
   2. Security
   3. Love
   4. Independence
   5. Importance

XIII. QUINMESTER POST-TEST

BIBLIOGRAPHY
(The Life Span and Community Health)

Basic References:

1. Brisbane, Holly E. The Developing Child. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1965. Pp. 480.

2. Hasler, Doris and Hasler, Norman B. Personal, Home, and Community Health. New York: The MacMillan Company, 1967. Pp. 372.

3. Hein, Fred V., and Farnsworth, Dana L. Living. 4th ed. Atlanta: Scott, Foresman and Company, 1965. Pp. 467.

4. Otto, James H. Julian, Cloyd J. and Tether, J. Edward. Modern Health. New York: Holt, Rinehart, and Winston, Inc., 1971. Pp. 704.

5. Turner, C. E. Personal and Community Health. 13th ed., St. Louis: C. V. Mosby Company, 1967. Pp. 488.

Supplementary Materials:

6. Florida Health Notes, Jacksonville: Division of Health of the Florida Department of Health and Rehabilitative Services.

"Health In the Later Years", Volume 60 - No. 5, May 1968.
"Health of Florida's Children and Youth" Volume 64 - No. 5, May 1972.
"Health Profile Screening", Volume 63 - No. 9, September 1971.

7. Metropolitan Life Insurance Company, Hialeah, Florida.

"Growing and Learning, the Early School Years", 1967.
"Stress - and Your Health"., 1967.

8. Miami Interaction, Winter 1972, Volume 3, Number 2
"What's Happening in Dade County's Health System".

A P P E N D I X

Quinmester Post Test Sample

QUINMESTER POST TEST

Name _____ Date _____ Score _____

I. Directions: Match the terms on the left with the definitions on the right, using letter answers.

A.	Antibody	1. Resistance of the body to a specific infection.	____
B.	Immunity	2. A poisonous material formed by many bacteria.	____
C.	Middle Age	3. An antibacterial substance formed in the blood.	____
D.	Ecology	4. The ocean of gases lying over the surface of the earth.	____
E.	Sanitation	5. The fouling or damaging of the environment.	____
F.	Adulthood	6. The period between 40 and 60 years of age.	____
G.	Toxin	7. A chemical poison used in agriculture, yard, and lawn care.	____
H.	Atmosphere	8. Environmental science.	____
I.	Pesticide	9. The period between 20 and 30 years of age.	____
J.	Pollution	10. "Community housekeeping."	____

II. Directions: Select the best choice to complete each of the following statements. Write its letter in the space at the right.

11. Dr. Edward Jenner introduced the principle of vaccination to the world when he vaccinated James Phipps against: (a) typhoid; (b) diphtheria; (c) smallpox; (d) rabies. ____

12. The malaria parasite must spend part of its life in the: (a) Anopheles mosquito; (b) Culex mosquito; (c) Aedes mosquito; (d) rat flea. ____

13. A cold, clear spring coming out of a hill may be a dangerous source of: (a) diphtheria; (b) malaria; (c) typhoid; (d) scarlet fever. ____

14. All of the following are virus diseases except: (a) tuberculosis; (b) mumps; (c) chickenpox; (d) measles. ____

15. The Mantoux technique is a skin test for (a) diphtheria; (b) scarlet fever; (c) typhoid; (d) tuberculosis. ____

16. The first national public health agency, established in 1789, was the: (a) Bureau of Animal Industry; (b) Federal Food and Drug Administration; (c) Department of Health, Education and Welfare; (d) Marine Hospital. ____

17. A very extensive malaria control project is presently being undertaken by the: (a) United States Public Health Service; (b) Food and Drug Administration; (c) National Health Council; (d) World Health Organization. ____

18. London-type smog is caused, primarily, by wastes from: (a) automobile exhausts; (b) coal and oil combustion; (c) chemical industries; (d) open dumps. ____

19. The amount of solid waste and refuse accumulated by each person per day in the United States has been estimated to be: (a) 1-2 pounds; (b) 2-4 pounds; (c) 4-6 pounds; (d) 8-10 pounds. ____

20. The organ system which enables human beings to attain a much higher level of life than any other animals is the: (a) muscular system; (b) endocrine system; (c) nervous system; (d) reproductive system. ____

21. An example of an acquired rather than an inherited trait is: (a) blood type; (b) conscience; (c) hair color; (d) bone structure. ____

22. Fluorides are used for: (a) treating emotional disorders; (b) removing warts; (c) preventing tooth decay; (d) treating complexion problems. ____

23. After a man got mad at the actions of his boss, he went home and had an argument with his wife. This an example of: (a) displaced aggression; (b) fantasy; (c) compensation; (d) conversion. ____

24. Mental mechanisms, such as regression, displacement, and projections are: (a) behavior patterns followed at certain times by most people; (b) present only on certain people; (c) symptoms of severe neurosis; (d) signs of developing psychosis. ____

25. The most common skin disorder during adolescence is: (a) warts; (b) acne; (c) eczema; (d) impetigo ____

26. Judging by the present rate of medical progress, a child born in the year 2000 should have a life expectancy of: (a) 80 years; (b) 100 years; (c) 120 years; (d) 140 years. ____

27. The adult or permanent teeth, that do not replace primary teeth are the (a) incisors; (b) cuspids; (c) bicuspids; (d) molars. ____

28. An example of a vitamin deficiency disease is: (a) scabies; (b) eczema; (c) impetigo; (d) scurvy. ____

29. The average life expectancy of a child born in the United States today is: (a) 55 years; (b) 60 years; (c) 70 years; (d) 100 years. ____

30. Most narcotic drugs can be obtained through a doctor's prescription. The exception is: (a) morphine; (b) cocaine; (c) demerol; (d) heroin. ____

KEY TO QUINMESTER POST-TEST

PART I

1. D
2. G
3. A
4. H
5. J
6. C
7. I
8. D
9. F
10. E

PART II

11. c
12. a
13. c
14. a
15. d

PART II (Contd.)

16. d
17. d
18. b
19. c
20. c
21. b
22. c
23. a
24. a
25. b
26. c
27. d
28. d
29. c
30. d